

00:27:05 Ken Krehbiel: Hello Everyone, from Washington, D.C.  
 00:27:08 Nicole Rigelman: Hello from Portland, Oregon  
 00:27:20 Michael Lanstrum: Hello for Cleveland, Ohio  
 00:27:22 DeAnn Huinker: Welcome from Milwaukee, Wisconsin!  
 00:27:24 Trena Wilkerson: Waco TX!  
 00:27:26 Al Rise: Hello! Eugene, Oregon  
 00:27:28 Mary Duden she/her: Hello, I am also from Portland, Oregon  
 00:27:35 Karen Graham: Hello from New Hampshire!  
 00:27:35 Mechele Newell: hi. Mechele from ELITR PUBLIC SCHOOLS in Vallejo, CA  
 00:27:39 Kevin Dykema: Hello from Mattawan, MI  
 00:28:01 Shelly Scheafer: Shelly Scheafer from Bend, Oregon  
 00:28:15 Laurel Davis: Hello from Culver City CA! Laurel, Abbey and Bar  
 00:28:16 DeAnn Huinker: Hi, Shelly! Glad you were able to make it.  
 00:28:22 Nicole Rigelman: Thank you for joining us 😊  
 00:28:25 Darlene Judson: Darlene from Kingston, NY  
 00:28:36 Shelly Scheafer: So glad to be here!  
 00:28:47 Linda Loomis: Hello from Clarksburg, MD  
 00:28:50 Melissa Greenwald: Hi from Bend, OR!  
 00:29:04 Angela Torres: Hello from San Diego  
 00:29:11 Tammy ODonoghue: Hello from Adelaide South Australia  
 00:29:32 Angela Torres: Hello from San Diego  
 00:31:10 Nicole Rigelman: My wonderful partner in making sense of student thinking and reasoning.  
 00:37:10 Nicole Rigelman: In building the mathematical habits of mind, Mary was intentional about prompting students for particular representation and then over time, they would do this on their own.  
 00:38:56 Nicole Rigelman: That's one BIG cake!!  
 00:40:03 Nicole Rigelman: Multiplication and Division Samples

<https://bit.ly/3XLhIJw> (google doc)

<https://bit.ly/3FI9eLi> (pdf)

00:41:01 DeAnn Huinker: Says I need access?  
 00:41:05 Al Rise: Same here  
 00:41:14 Shelly Scheafer: Same!  
 00:41:33 DeAnn Huinker: Working now!  
 00:41:47 Tammy ODonoghue: Need access  
 00:42:16 Nicole Rigelman: Tammy, if you refresh or click the link again it should open.  
 00:42:23 Tammy ODonoghue: got it  
 00:44:57 Nicole Rigelman: We are going to ask you to share an observation about 1 student. Please include the student's name and the letter (A, B, C, D) of the practice you see them engaging with and how.  
 00:46:51 KATHRYN OMOREGIE: c) Noticing and Using Mathematical Structures. Javier  
 00:47:24 Al Rise: d) Contextualizing and Decontextualizing, CeCe  
 00:47:26 DeAnn Huinker: CeCe - "D" Contextualizing and Decontextualizing. CeCe posed a real-world context related to 19x15; the story also justifies her reasoning of using 20 x 15 and then removing one group of 15.

00:47:53 Corey Drake: Lotte - C - Using the place value structure of number to decompose 37  
00:48:08 Darlene Judson: Madan C also  
00:48:29 DeAnn Huinker: Javier "C" using structure to double and halve.  
00:49:01 Melissa Greenwald: Lotte- A- uses the image of the boxes and the equations  
00:49:42 Alyson Eaglen: I noticed A and C in Lotte's work because she makes connections between representations and number sentences.  
00:51:19 Tammy ODonoghue: Uses diagrams to organise their thinking, uses multiple steps to problem solve, calls on known strateiges to record their thinking  
00:53:05 Kimberly Morrow Leong: Could you post the handout again, please?  
00:53:17 Nicole Rigelman: Multiplication and Division Samples

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00:53:22 Kimberly Morrow Leong: Thank you!  
00:57:44 Trena Wilkerson: Powerful way of supporting students and helping to make student thinking visible.  
01:03:04 Tammy ODonoghue: Show how the children are developing when used as a base tool  
01:03:12 DeAnn Huinker: You might be able to see if they are beginning to use a range of strategies flexibly, not just one approach.  
01:03:13 Annelly Rodas: It will allow teachers to identify areas of strength to build on.  
01:03:24 Al Rise: Encourages students to be inventive with their problem-solving, and useful for looking at trends and eliciting multiple strategies  
01:03:48 Janice Magauay: To provide the right kind of support and guidance  
01:03:57 Kevin Dykema: nice organization tool so strategies and progress are in one spot rather than on multiple pieces of paper  
01:04:11 DeAnn Huinker: As Mary noted, what is captured can also inform next instructional moves for what to emphasize more.  
01:04:22 Tammy ODonoghue: Use it as a preassessment to assess prior knowledge,  
01:04:27 Shelly Scheafer: You've also identified some areas that you're not seeing yet (conjectures, justifications) and you can target these in your instruction.  
01:04:32 Kimberly Morrow Leong: I see information for individual assessment goals, but also for trends in instruction. That would make it a useful coaching tool.  
01:05:08 Robin Michnick: I wonder if seeing that students avoid a particular technique that it may be useful to ask them why? what's the problem with using this technique  
01:05:15 Nicole Rigelman: Copy of Tool (Filled and Blank)  
<https://bit.ly/3ugqNwo>  
01:06:14 Corey Drake: We need access :)  
01:06:32 Nicole Rigelman: I'll fix that, thanks.  
01:07:08 Nicole Rigelman: Those pesky defaults... You should have access now

01:07:22 Corey Drake: Yes - thank you!  
01:07:28 Nicole Rigelman: ☺  
01:09:37 Kimberly Morrow Leong: A relational database design will do this work, with a dashboard for the end user, input screens for gathering data. I see how this could be! Cool!  
01:10:03 Nicole Rigelman: Yes, that's what we are thinking. Now we need someone to build it ☺  
01:14:55 DeAnn Huinker: Really appreciate how this work progresses along a continuum.  
01:15:27 Nicole Rigelman: Flexible assessments ☺  
01:17:02 Kimberly Morrow Leong: I love that you have useful information that does not necessarily rely on whether answers are wholly right, or wrong.  
01:17:44 DeAnn Huinker: This approach supports viewing learning and also assessment as multi-dimensional  
01:19:11 DeAnn Huinker: Thank you for the overview of the spreadsheet, that was very helpful to better understand the rich resource you are sharing with us.  
01:21:13 DeAnn Huinker: How are teachers in your school receiving the use of this tool?  
01:21:28 Nicole Rigelman: Feel free to reach out with questions as well.  
01:21:29 Nicole Rigelman: Nicole Rigelman  
nicoler@mathlearningcenter.org

Mary Duden dudenmary@gmail.com

01:23:12 Kimberly Morrow Leong: How do you envision this tool being tailored to other curricula with different approaches to strategies, etc.?  
01:24:03 Tammy ODonoghue: Are you going to make more databases for other areas on the mathematical curriculum?  
01:25:39 Tammy ODonoghue: Is the data held on the teachers computer or on a central server?  
01:26:06 Ruth Guenther: Thank you! I've got to run!  
01:27:00 Tammy ODonoghue: Thank you for sharing  
01:27:10 Robin Michnick: Thank you  
01:27:11 Shelly Scheafer: Thank you!  
01:27:12 Trena Wilkerson: Thank you!  
01:27:20 Kimberly Morrow Leong: Thank you!  
01:27:20 Annelly Rodas: Thank you!  
01:27:22 Corey Drake: Thanks!  
01:27:28 DeAnn Huinker: Thank you, Nicole and Mary!  
01:27:32 Janice Magauay: Thank u!  
01:27:36 Ken Krehbiel: Thank you.  
01:27:40 Melissa Greenwald: Thank you!!  
01:27:45 Karen Graham: Thanks Nicole and Mary!  
01:27:47 Kevin Dykema: Thanks!  
01:28:42 Jayme Lorenz: bit.ly/NCTMPDWebinars